DOCUMENT RESUME

ED 078 556 EA 005 225

AUTHOR Davies, Paul R.; Kline, Charles E.
TITLE Collective Negotiations and Teacher Satisfaction in Selected Indiana Secondary Schools.
PUB DATE 28 Feb 73
NOTE 10p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Collective Negotiation; *Educational Research; Secondary Schools; Speeches; Teacher Administrator Relationship; *Teacher Associations; *Teacher Experience; *Teacher Morale; Teacher Motivation
IDENTIFIERS Indiana

ABSTRACT

This paper reports a study that sought to determine whether differences in bargaining procedures are related to differences in teacher satisfaction or morale. Of the forty schools in the random sample, 27 were operating under traditional collective negotiation procedures -- teachers relatively unorganized; eight were operating under procedural negotiation procedures -- characterized by specific procedures related to negotiations; and five were operating under comprehensive contracts -- similar in scope and content to a union labor contract. The study used the Purdue Teacher Opinionnaire, a multidimensional morale instrument. The instrument measured teacher morale under specific bargaining procedures at one point in time. The results and some comparisons are provided. (Pages 2, 3, and 7 may reproduce poorly.) (JF)

ED 078556

AMERICAN EDUCATION RESEARCH ASSOCIATION
New Orleans, Louisiana
February 28, 1973
Session Number 28.20

COLLECTIVE NEGOTIATIONS AND TEACHER SATISFACTION

IN

SELECTED INDIANA SECONDARY SCHOOLS

Paul R. Davies
Community School District 229
Oak Lawn, Illinois

Charles E. Kline
Purdue University
West Lafayette, Indiana

EA 005 225

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Overt teacher pressure for joint determination of employment conditions is a relatively recent development in American public education. The demand by teachers for influence in the educational management process, through the medium of collective negotiations, is generating notable change in the here-to-fore traditional educational employment relationship. Coupled with current societal emphasis on individual freedom and civil rights, the strivings of teachers for participatory decisioning have increased the importance of the concept of their satisfaction in educational organizations.

Historically, teachers have had little opportunity to participate in the educational decision-making process. Since 1960, teachers have become increasingly more aggressive in their demands for a voice in the internal affairs and operations of public education. The sterotype of a teacher as a passive, submissive person appears to be a relic of the past. They are better educated, more sophisticated, and less willing to occupy the acquiescent role accepted by their predecessors (Stinnett, Kleinman and Ware, 1966). Teachers have observed the tactics employed by other referent groups to achieve change in American society. Although an activitist role is new to most teachers, they have learned that unified, persistent, persuasive action can be effective in terms of achieving their personal and professional goals.

In the past twelve years, there has been a trend toward a bilateral, as opposed to a formerly unilateral, educational employer-employee relationship (Perry & Wildman, 1970). With semantic, but not substantive alteration, collective bargaining similar to that practiced in the private sector is becoming an emergent force on the educational scene; teachers, supported by their organizations, are demanding a meaningful voice in decisions which affect their personal welfare and work-related automony. Using, the concept of professional negotiations, the National Education Association has encouraged its members and affiliates to seek signed collective bargaining agreements with employers. These agreements have varied with respect to detail and conditions, but they are designed to give teachers a greater influence in the organizational processes in education. Comparably, American Federation of Teachers has sought to advance the organization of teachers along labor-oriented concepts, advocating union master contracts, similar in scope to union agreements in industry (Perry & Wildman, 1970).

Thus activities of teacher organizations have dramatized concern for personal and employment satisfaction through collective action. Unable to achieve this satisfaction through passive means, teachers are resorting to stress tactics successful in the labor movement over the past 40 years.

Problem

The problem at hand concerned teacher satisfaction under varied bargaining procedures. Specific evidence was sought to determine whether varied bargaining procedures are related to differences in teacher satisfaction, or morale. In essance, does participation in the collective negotiations process make a difference in teacher morale?

Carroll (1969) noted that many authorities use the terms, job satisfaction, attitudes and morale interchangeably, whereas other authors established differences among the terms. In this investigation all three terms were used synonymously and Vitales' (1953) definition of morale was selected as most appropriate: "an attitude of satisfaction with, desire to continue in and willingness to strive for the goals of a particular group or organization (p. 13)." It was recognized that morale is a multi-dimensional concept although there seemingly exists little consensus on the inclusive elements of the concept.

Forty schools of 60 secondary schools chosen to represent a random sample of Indiana secondary schools agreed to participate in this investigation in 1971. Twenty-seven schools with 1047 teachers were operating under traditional collective negotiations procedures; 8 schools with 358 teachers, under procedural negotiations procedures; and 5 schools with 414 teachers, under comprehensive contracts. All 1819 teachers were in school systems represented by the National Education Association.

Traditional negotiations procedures were defined as those in which the teachers were relatively unorganized with respect to collective bargaining. Teachers under traditional megotiation procedures operated in essentially a unilateral employer-employee relationship. Teachers with procedural collective negotiation agreements had achieved a basic collective bargaining document. The procedural agreement was characterized by specific procedures related to negotiations, exclusive recognition provisions, and procedures to resolve impasses. In the opinion of the National Education Association (Negotiations Research Digest, 1970), teachers operating under the detailed formal,

comprehensive agreements were regarded as having reached an advanced state in collective bargaining; the comprehensive agreement was similar in scope and content to a union labor contract in the private sector.

Instrumentation and Design

The instrument used in this study was the Purdue Teacher Opinionaire (1964), ·eloped by Bently and Remple. This multidimensional morale instrument ·ts of a 100 question-factor survey of teacher opinion on elements ·red vital to an assessment of teacher job satisfaction. Ten factor for each participant were provided as follows: Rapport with Principal, ·faction with Teaching, Rapport among Teachers, Teacher Salary, Teacher ·oad, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures. Additionally, a personal data sheet was used to collect data on nine selected teacher variables considered important to a relationship between collective negotiations and teacher morale.

The design of this study did not involve any experimental treatment conditions. It was a measurement of teacher morale under specified bargaining procedures at one point in time. One- and two-way analyses of variance techniques were employed with the Newman-Keuls multiple comparison of mean analysis utilized to probe for the location of significant differences.

Results

Except for Rapport with Principal (.05), Rapport among Teachers (.01), and Teacher Salary (.01), respectively, no differences were revealed in factors of morale among bargaining groups. One-way analysis of variance performed to determine the source of differences on these 3 factors indicated it was the traditional group (.05, .01, .01) which exhibited the higest sub-factor satisfaction scores. Significant differences (.05 and .05) were disclosed between traditional and procedural bargaining groups regarding Rapport among Teachers and Teacher Salary, with the traditional again having higher morale. A significant difference was apparent between procedural and comprehensive bargaining groups in Rapport among Teachers with the latter group expressing lower satisfaction on this factor.

Two-way analyses of variance were used to consider personal characteristics of teachers. In order to assess the impact of teacher age on teacher total morale, the composite score of the 10 sub-factor values, the respondents were divided into 3 age groups: young, 21-27; medial, 28-39; and mature, 40-72 years

old. Age was significant at the .01 level as a personal characteristic. The Newman-Keuls procedure disclosed that young teachers exhibited lower composite satisfaction scores than did the medial and mature teacher groups (.01). In a like manner, the medial group was significantly lower than the mature group. A strong trend toward significance was disclosed among bargaining groups. The Newman-Keuls procedure indicated significance (.05) when the traditional and comprehensive groups were compared, the latter having lower total morale. No significant interaction was disclosed between age and collective bargaining group.

Highest degree earned emerged as a significant personal variable (.05) in total morale score consideration. However, the post test procedure failed to isolate the location of this element. No other significant result or interaction was disclosed in the manipulation of these data.

One might consider the number of years an individual has spent in a particular school system to be a significant personal variable in teacher morale. Accordingly, teachers were categorized into 2 experience groups: 5 years and less, and 6 years and more. Teachers with more experience in a particular system exhibited significantly (.01) higher total satisfaction scores. As analysis of variance indicated significance (.05) among bargaining groups, the Newman-Keuls procedure further disclosed the traditional group to exhibit significantly higher (.05) total morale scores than the comprehensive group. The plotting of a significant interaction (.05) between bargaining procedure and the number of years a teacher had spent in his present system disclosed the interaction was due to the scores of the members of the comprehensive bargaining group.

Teachers were classified into 3 approximately numerically equal experience groups--the least experienced, 1 to 4 years; moderately experienced, 5 to 12 years; and the extensively experienced, 13 to 53 years. The F test disclosed a significant ratio at the .01 level, which the post test procedure clarified as follows: when the least experienced teacher group was compared with the moderately and extensively experienced teacher groups, significance at the .01 level was evident, with the least experienced teacher having the lowest total morale. When the moderately and extensively experienced teachers groups were compared, there also was significance (.01) with the former group having lower total satisfaction scores.

A strong trend toward significance (.06) further probed by the Newman-Keuls procedure reiterated an earlier finding that a significant difference (.05)

existed between the traditional and comprehensive bargaining groups, with the former having higher total morale scores. The interaction of total number of years of teaching and collective negotiations procedures approached significance (.07).

The variables of sex and parental occupation did not yield significant F ratios or interactions with bargaining procedure groups. However, the number of years a teacher had spent in a teaching assignment was significant at the .01 level. The teachers with least experience, 4 years and less, compared to those with moderate and extensively experienced teachers--5 to 12 years and 13 to 53 years--had significantly (.01) lower morale disclosed by the post test. The same figure of significance existed between the moderately experienced and extensively experienced teacher groups, with the moderately experienced having higher total satisfaction. A strong trend toward significance among bargaining procedures and total morale scores, upon extended analysis, yielded once more significance (.05) between traditional and comprehensive groups, with the former having higher total satisfaction . No significant interaction between total number of years of teaching and collective negotiations procedures was found.

When the number of years a teacher had spent in a particular teaching assignment or when the number of years in a particular school were considered, comparable results were obtained. Teachers were classified into 2 groups: 1 to 5 years and 6 or more years. Teachers with less experience had significantly lower morale (.01). The two-way analyses re-comfirmed earlier findings that bargaining procedure was significant (.01 for the years in assignment and .05 for the years in building analyses). Likewise, the posttests again disclosed that the traditional group, and in part the procedural group relative to years in school had higher total morale than the comprehensive group. Significant interactions between collective negotiations procedures and number of years in teaching (.01) and number of years in present school (.05) was due to the influence of the scores of members of the comprehensive bargaining group.

Classification of teachers into six teaching and/or special service areas also was submitted to two-way analysis of variance. Significance (.05) was obtained and through post test procedures disclosed the special service instructors to have higher satisfaction (.05) than the fine arts or vocational teacher groups. The interaction between collective negotiations procedures and teaching areas did not reach acceptable levels of significance.

Disscussion

Apparently, the traditional group experienced a greater sense of identification with and belongingness in the organization, accepted its goals and rewards more than either the procedural or comprehensive group. Additionally, the procedural group displayed identification with the organization and accepted the organizational objectives to a lesser extent but more than the comprehensive group. Teachers in the traditional group apparently are able to maintain a more effective relationship with their principals, based on a commonality of interests, unimpeded by the strain from the collective negotiations process to any extent. Those teachers engaged in more advanced forms of collective bargaining, such as procedural or comprehensive negotiations, demonstrated a less positive relationship between principal and teacher. Since the principal, as instructional leader of a school facility must maintain staff rapport, this finding was of grave concern.

Although an avowed purpose of professional education organizations is to promote teacher unity, information disclosed for Rapport among Teachers, tended to repudiate this affirmed objective. The traditional bargaining group exhibited significantly higher morale than either of the other two groups on this factor, which apparently declines rather than improves as teachers move toward formalized collective negotiations procedures. Since the collective negotiations process has potential for conflict, it appears reasonable that the process could become a devisive element in teacher relationships. The collective negotiations process was heralded originally as a means for teachers to achieve a meaningful voice in the educational decision-making process, with particular emphasis on the allocation of funds. However, there was more satisfaction expressed regarding salary among members of the traditional bargaining group. Perhaps even though teachers ostensibly exerted influence on salaries through collective negotiations, perhaps they were frustrated with their inability to exert sufficient pressure on educational salary policies.

The other seven elements of morale measured by the Purdue Teacher Opinionaire did not distinguish among the three categories at the a priori level of significance established. Apparently, the subjects involved in this research held essentially the same attitudes on these elements, an intriguing point, as four of these are areas of issues overtly related to the collective negotiations process.

Examination of teacher composite morale by age led to the conclusion consistent with the literature in the field on age and morale: as teachers

increased in age, job satisfaction or morale improved. Age appears to promote a compatible perspective between aspiration and expectation. Perhaps the younger teacher envisions unrealistic occupational objectives which moderate as time reveals their inconsistency.

The results of this research did not bear out previous findings reported in the literature (Morgan, 1965) that females tended to exhibit higher morale than males. As a result of current emphasis on civil rights and equality among sexes, there may be a convergence of attitudes among male and female teachers toward many of the issues which affect their morale.

Apparently, additional education, as expressed in terms of advanced degrees, does not materially affect teacher satisfaction. Since more teachers are earning advanced degrees to meet certification requirements, personal edification interests and enhance promotion opportunities, morale differences between teachers with advanced education have declined. Therefore, globular [illegible]ale as a variable was relatively unaffected when teachers were categorized [illegible]ree.

[illegible]eachers with parents in unskilled occupations had lower total satisfaction [illegible]hose teachers with parents from agriculture-related vocations. These [illegible]chers all may have entered education as a vehicle of upward social mobility. Teachers with parents from agricultural vocations apparently met their expectations, while those with parents of unskilled specialities were possibly unsatisfied with their achievements.

The more experienced teacher exhibited significantly higher total morale. This result is consistent with data relative to age, since the more experienced teacher was, in most instances, the older teacher. The less experienced teacher, more than likely younger, raised in an era of social change and unrest, may be reacting to bureaucratic restrictions inherent in the typical school system and may be expressing a need for greater involvement in determining educational direction.

In all comparisons between less and more experienced teachers--whether viewed in years of teaching experience, years in a building or years in present assignment--the more experienced instructor had a higher total satisfaction score. This result and its implications are compatible with similar results on variables related to age and number of years in present school system. Since the more experienced teachers exhibited the higher degree of morale, the importance of effective professional teacher retention policies merits additional consideration. Retention policies are implicit in matters related to

compensation, working conditions, and enlightened supervisory practices.

With respect to teaching or special service area assignment, the special service teacher displayed higher total satisfaction than either the fine arts or vocational teacher groups. Conceivably, these elective area teachers might need more opportunity to experience the satisfaction of working with students on an individual basis, which is the method employed frequently by the special service teacher.

The rationale for this investigation was based on the assumption that as participation in the management and decision process intensified, as expressed by involvement in more advanced forms of collective negotiations, morale improved. This premise originated with the human relations movement and related supervisory applications, such as Theory X and Theory Y. However, the rationale for this research was not supported by the results of the investigation. It was the traditional, less advanced, collective negotiations group which displayed higher morale. This result was noted without exception.

Given the rapid expansion of collective negotiations in American public education, the conclusions evident from this study raise some serious concerns. Based on an analysis of data from this investigation, it may be stated that certain elements of teacher morale are lower among members of the procedural and comprehensive than among constituents of the traditional group.

It appears ironic that the collective negotiations process, originally conceived to promote teacher unity and collective action, should result in teacher dissatisfaction, as disclosed in the results of this research. Although collective negotiations has the potential for improved teacher morale through influence in the educational decision process, it has in practice achieved opposite results in this sample. Collective negotiations at present has an uncertain legal status in Indiana and this factor may contrubute to an attitude of teacher frustration. In any event, the collective negotiations process does not appear to be the vehicle for improved teacher satisfaction as claimed by certain proponents (Cogan, 1962).

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